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ABSTRACT

This study is one part of an Elementary School Evaluation Kit, and it deals with the initial step of needs assessment -- that of helping the elementary principal determine which educational goals should be examined at this school. The report investigates the priority ratings of educational goals by parents and teachers of an urban community. More specifically, it examines the similarities and differences in ratings of 106 educational goals by parents and teachers of two elementary schools serving differing socioeconomic levels. The priority ratings were made on the basis of achievement of a goal at a specified grade level. Results indicate generally high agreement among the total sample of parents and teachers regarding the top 20 goals. Regardless of group, school, or grade, affective goals were consistently among those that received the highest ratings, yet materials for assessing and planning in terms of these goals are either lacking or inadequate. (Author/WM)

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THE USE OF ELEMENTARY SCHOOL GOALS IN A GRADE LEVEL NEEDS ASSESSMENT*

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*This report is based on a dissertation written in partial fulfillment of the requirements for an Ed.D. from the UCLA Graduate School of Education.

INTRODUCTION

The 70's have brought about a renewed concern regarding what it is that public schools are to accomplish, with the greatest hue and cry coming from a group not formerly consulted about what the ends of education should be--the public. The public is not only demanding to know what schools identify as the goals of education; they are also demanding to be involved in the process of setting those goals.

These demands have created a need for procedures to survey individual school communities (here identified as parents, teachers and administrators of children enrolled in a particular school) to determine the priority goals selected by each group. The process of surveying school communities to determine their priority goals has been approached in a number of ways. Some school communities have chosen to generate a fixed set of educational goals employing committees of teachers, administrators and some concerned parents. Other schools have taken broad district goals and restated them in terms of their perceived unique needs.

Research groups and consulting organizations have also developed methods for identifying priority goals. One such method was developed by the Center for the Study of Evaluation and is presented in the CSE Elementary School Evaluation KIT: Needs Assessment (Hoepfner, 1973). The KIT is comprised of an instructional manual which directs the elementary school principal in (1) determining what educational goals should be examined at his school; (2) choosing tests to be used in assessing pupil progress toward each of the selected goals; (3) administering the tests, and organizing, interpreting and reporting the test results; and (4) determining which educational programs can meet the needs of the school.

The concern here is with the initial step of Needs Assessment, that of helping the principal determine which educational goals should be examined at this school. The KIT provides procedures for systematically obtaining the views of parents and teachers regarding which goals are of primary importance. This is done by presenting the selected sample of parents and teachers with a comprehensive set of 106 elementary school goals printed on 3 X 5" cards or on a rating form. They are asked to rate the goals on a five-point scale which ranges from Unimportant (1), to Very Important (5). Thus, this set of goals becomes a device which enables an individual to consider the entire range of possible goals in making his selection of those which are most important.

This technique of goal selection was considered to have several advantages when determining the goals for an educational program. First, it was felt that the numerous schools involved in determining educational goals could be saved valuable amounts of time and resources if they utilized the comprehensive set of goals which the Center has developed. Second, it would be relatively easy for any school to expand upon this set of goals because they were not restricted to a single theoretical position (i.e., that social studies should be taught utilizing an inquiry method). Third, it was possible to solicit the opinion of varying numbers of people regarding the goals and still arrive at a final decision (Klein, 1971).

THE STUDY

The CSE Elementary School Evaluation KIT: Needs Assessment was field-tested nationally following an extensive field test in the state of California. Selected elementary school principals received copies of the KIT for their use, along with questionnaires on each of the five booklets in the field-test version.

The information gained from Questionnaire Two, which assessed the effectiveness of the goal selection procedure, aided in the formulation of a rationale for this study.

First, it was determined that the ten decks of 106 elementary school goal cards, which had been supplied to the principal, were not sufficient to effectively sample the selected parents and teachers. The principals found it difficult to sample well from the parent group and many of the parents who were included in a sample did not complete and return the card-sort. As an alternative sampling method, it was suggested that a rating form questionnaire be used. This would be a self-instructional questionnaire which could be mailed to all parents. It was felt that this would result in a better rate of return of questionnaires and, also, that it would resolve some of the sampling problems.

It was also found that many of the participants in the goal-sort procedure had difficulty determining the importance of the goals for children in general. Therefore, it was recommended that teachers should be asked to rate goals for the particular grade level they taught, while parents should be asked to rate goals in terms of their own child's grade level.

Finally, although it was not a specific finding of the field test, it was felt that better sampling procedures would aid in determining how parents of differing socio-economic status rated educational goals.

The present research investigates the priority ratings of educational goals by parents and teachers of an urban community. More specifically, this study is concerned with examining the similarities and differences in the rating of 106 educational goals by parents and teachers at two elementary schools serving differing socioeconomic (hereafter abbreviated SES) levels. The priority ratings were made on the basis of achievement of a goal at a specified grade level.

Questions

The questions asked of the research are as follows:

1. Will there be overall agreement between elementary school teachers and parents on the assignment of priority ratings of goals?

2. Will parents and teachers assign similar priority ratings to goals at each grade level?

3. Will parents and teachers from schools differing in SES assign similar priority ratings to goals?

4. Will parents and teachers differentially rate goals at each grade level?

5. Will parents and teachers from different SES schools differentially rate goals for each grade?

6. Will parents and teachers rate goals differentially according to the SES of the school with which they are associated?

Schools Selected for Inclusion in the Sample

The two elementary schools which were involved in the study were selected by the Director of Research of a nearby school district. This district contains twelve elementary schools which enroll approximately 5,425 pupils. It was requested that the Director select two schools with approximately equal enrollments which did not exceed 550 pupils per school. In addition, it was asked that each school's constituents represent a different SES level. Inasmuch as the Director of Research was unable to meet the first request, it was necessary to accept as participating schools one whose enrollment was approximately 600 and a second whose enrollment was approximately 380.

The request for schools in differing SES areas appeared to be met, as determined by 1970 census information. One school was located in an area where the median value of the houses was $45,000 and the majority of houses were owner occupied. The second school was located in an area where the median value of the

houses was $19,000 and the majority of the houses were renter occupied. This area was also characterized by numerous apartment buildings.

Individuals Selected for Inclusion in the Sample

There was a total sampling of all parents and teachers at each grade in each school. As was recommended in the CSE field-test report (Hoepfner, et al., 1971), cards or questionnaires were mailed to all parents to ensure that they were given an equal opportunity to participate in the goal ratings. A random assignment was made to determine which parents would receive cards and which would receive a questionnaire. Teachers participated only in the card-sort procedure because the number of teachers at each grade level was quite small.

Instruments

The instruments used to assess goal importance were developed in two forms. The first form was composed of 106 educational goals, each printed on an IBM card with a brief description of the goal. (A list of the goal titles appears as an appendix. A descriptive list of the 106 goals is contained in Hoepfner, Bradley, Klein, and Alkin, 1973.) In each set of goal cards were included three blank IBM cards on which "write-in" goals could be placed. Five envelopes, into which the goal cards were to be sorted, were also included. The envelopes were labeled as follows: (1) Envelope 1--Unimportant; (2) Envelope 2--Little Importance; (3) Envelope 3--Average Importance; (4) Envelope 4--Above Average Importance; and (5) Envelope 5--Most Important. Raters were asked to put at least five goals into each rating category to ensure that all goals would not be grouped into only one or two categories.

The second form of the instrument consisted of a fifteen-page questionnaire containing the same 106 goals. Raters were asked to circle a number from

1 to 5, depending on how important they considered the goal to be; a rating of 1 determined that the goal was "Unimportant," while a rating of 5 placed the goal in the "Most Important" category. Space was also provided on the questionnaire for additional write-in goals and, as with the card sort, raters were asked to assign at least five goals to each of the five possible rating categories.

In addition to the goals, each form of the instrument was accompanied by a single page instruction sheet which explained how to engage in the particular goal selection process. The sheet also instructed the parent regarding the grade level for which he was to sort the goals. This assignment was based on the grade in which the parent had a child enrolled. Those parents with more than one child completed only one goal sort. Teachers were asked to select goals for the grade they taught.

Data Collection

Approximately one week prior to mailing out the goal cards and questionnaires to the parents, a letter was sent out under the letterhead of the school district. It was signed by the Director of Research and the principal of the school in which the parent's child was enrolled. This letter explained briefly the purpose of the research and urged participation in the goal selection process. All participants were assured that they would be essentially anonymous. They would be identified, by a coding procedure, only as being a parent or teacher of a child enrolled in a particular grade at a particular school.

Following this, a packet containing either goal cards or a questionnaire, a set of instructions, and a coded pre-stamped envelope addressed to the Center for the Study of Evaluation was sent to each parent. They were requested to complete the card sort or questionnaire within one week's time and return the packet to the Center.

The packets containing the teacher's card sort material were delivered to each school and distributed by the principal. Their packets contained the same information as the parents.'

One week after the material had been sent out, a follow-up postcard was sent to all parents urging them to complete the rating if they had not done so and return it to the Center as soon as possible.

ANALYSIS OF THE DATA

Purpose of the Analysis

A total of 106 elementary school goals were rated on a five-point scale by 38 teachers and 391 parents from two elementary schools. From these data, goals were ranked from highest to lowest by mean ratings. In addition, several kinds of comparative analyses were performed in order to examine possible differences between schools, between parents and teachers, and among grade levels.

Table 1 presents the top twenty goals as ranked by the total population of parents and teachers at both schools. These high ranking goals indicate their general importance to all parents and teachers. However, it is possible that these means reflect high ratings from certain schools, groups, or grades, and only moderate ratings from others.

To examine these means, a Multivariate Analysis of Variance was selected for the major statistical analysis. This technique is suitable for examining differences occurring among groups, schools, and grades, as well as possible interactions which might exist. The computer program* used to perform the analysis is particularly effective in handling the large amount of data which existed in this study.

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*The program selected for the analysis of data is Jeremy Finn, Multivariance: Univariate and Multivariate Analysis of Variance, Covariance and Regression (A Fortran IV Program) (4th ed.; Buffalo, New York: State University of New York, June, 1968).

Table 1

Goals with Twenty Highest Overall Mean Ratings as Ranked by the Total Population of Parents and Teachers

Rank	Goal Number	Goal Title	Goal Rating (Mean)
1	83	Self-Esteem	4.66
2	81	School Orientation	4.65
3	58	Need Achievement	4.57
4	89	Socialization-Rebelliousness	4.45
5	32	Hostility-Friendliness	4.40
6	48	Listening Reaction and Response	4.35
7	50	Meaningful Memory	4.31
8	21	Dependence-Independence	4.25
9	59	Neuroticism-Adjustment	4.24
10	68	Phonetic Recognition	4.22
11	8	Citizenship	4.18
12	31	Group Activity-Sportsmanship	4.13
13	70	Practicing Health and Safety Principles	4.11
14	101	Understanding Ideational Complexes	4.06
15	36	Inference Making from Reading Selections	4.04
16	66	Oral Reading	4.04
17	78	Remembering Information Read	4.04
18	95	Spelling	3.99
19	27	General Activity-Lethargy	3.98
20	14	Comprehension of Positional Notation in Mathematics	3.96

Due to the fact that there were many goals and that, in effect, a factorial analysis of variance was performed on each goal, the results will be divided into four sections: (1) Group Rankings and Comparisons (teacher and parent), (2) Grade Rankings and Comparisons, (3) School Rankings and Comparisons, and (4) Interactions. Complete analysis of variance tables will not be reported for each dependent variable (the 106 goals) as is usually done when the number of variables is small. For ease of interpretation, all goals will be tabulated according to each of the three factors, group, grade, and school. Interactions will be discussed in the final section.

The basic design for the analysis of each goal appears in Table 2.

Table 2

Analysis of Variance for Each Goal

Source	Degrees of Freedom
Mean	1
Group	1
Grade	5
School	1
Group X Grade	5
Group X School	1
Grade X School	5
Group X Grade X School	5
Error	405

Group Comparisons

The Center was interested in whether teachers and parents have similar ideas as to which are the most important goals for children in school. This factor was examined in three ways. The first was by noting the rank order

of the twenty most highly rated goals by teachers and also by parents (see Tables 3a and 3b). Two goals which appear on the teacher's list are not on the parent's list. The parent's list contains five goals which are not found on the teacher's list.

The next analysis is summarized in Table 4, which presents the Analysis of Variance for differences between groups for each of the 106 goals. Goals which are starred indicate that a significant difference ($p < .05$)* was found. It can be seen that parents tended to rate goals closer to the midpoint (Somewhat or Moderately Important) and teacher ratings were more extreme (Unimportant or Very Important).

The third way of examining the data from the two groups is to note which goals were rated higher or lower by parents or teachers. Table 5a presents the ranked mean differences of the goals which teachers rated significantly higher than parents ($p < .05$). Table 5b presents the ranked mean differences of the goals which parents rated significantly higher than teachers ($p \leq .05$). The mean ratings of teachers and parents are included in these two tables. These tables indicate that parents rated subject matter goals higher than teachers, while teachers rated affective goals higher than parents.

Grade Comparisons

The total group of respondents consisted of either teachers or parents of children in grades one through six. The comparisons reported in this section reflect the fact that the needs of children are viewed somewhat differently at different grade levels.

For each of the six grades, the rank order of the ten most highly rated goals is presented in Table 6. (Only ten goals were reported here per grade to

*The .05 level of significance has been selected for use in reporting field-test data on the CSE Elementary School Evaluation KIT: Needs Assessment.

Table 3a

Goals with Twenty Highest Overall Mean Ratings as Ranked by the Total Population of Teachers

Rank	Goal Number	Goal Title	Goal Rating (Mean)
1	83	Self-Esteem*	4.95
2	81	School Orientation*	4.92
3	58	Need Achievement	4.76
4	89	Socialization-Rebelliousness*	4.76
5	32	Hostility-Friendliness*	4.74
6	21	Dependence-Independence	4.71
7	48	Listening Reaction and Response*	4.53
8	31	Group Activity-Sportsmanship*	4.50
9	50	Meaningful Memory*	4.40
10	68	Phonetic Recognition*	4.37
11	59	Neuroticism-Adjustment*	4.34
12	66	Oral Reading	4.32
13	78	Remembering information Read*	
14	101	Understanding Ideational Complexes*	4.32
15	8	Citizenship*	4.26
16	27	General Activity-Lethargy	4.24
17	36	Inference Making from Reading Selections	4.11
18	5	Attitude Toward Reading*	4.11
19	7	Capitalization	4.08
20	35	Independent Application of Writing Skills*	4.08

*Also on parents' list of twenty goals with highest overall mean ratings.

Table 3b

Goals with Twenty Highest Overall Mean Ratings as Ranked by the Total Population of Parents

Rank	Goal Number	Goal Title	Goal Rating (Mean)
1	81	School Orientation*	4.41
2	83	Self-Esteem*	4.33
3	50	Meaningful Memory*	4.28
4	48	Listening Reaction and Response*	4.24
5	89	Socialization-Rebelliousness*	4.14
6	68	Phonetic Recognition*	4.08
7	8	Citizenship*	4.05
8	32	Hostility-Friendliness*	4.03
9	70	Practicing Health and Safety Principles	4.02
10	95	Spelling	3.97
11	59	Neuroticism-Adjustment*	3.96
12	36	Inference Making from Reading Selections*	3.94
13	5	Attitude Toward Reading*	3.89
14	35	Independent Application of Writing Skills*	3.87
15	74	Recognition of Word Meanings	3.87
16	86	Silent Reading Efficiency	3.80
17	101	Understanding Ideational Complexes*	3.80
18	31	Group Activity-Sportsmanship*	3.78
19	78	Remembering Information Read*	3.76
20	100	Understanding Health and Safety Principles	3.75

*Also on teachers' list of twenty goals with highest overall mean ratings.

Table 4

Analysis of Variance Table for Differences among Parents and Teachers

Goal Number	F	Goal Number	F
1	1.46	28*	16.01
2	3.17	29*	4.65
3	2.70	30	2.81
4	0.50	31*	14.07
5	1.21	32*	14.93
6*	4.32	33	0.35
7*	13.90	34	0.23
8	1.34	35	1.51
9	0.60	36	0.94
10	1.71	37	0.84
11*	7.16	38	0.09
12*	7.26	39*	18.37
13	2.95	40*	4.80
14	0.46	41	0.63
15	0.29	42*	4.34
16	1.28	43	3.44
17	3.64	44	3.48
18*	7.20	45	0.78
19	3.97	46	0.85
20	1.47	47	0.56
21*	22.82	48	3.78
22*	14.16	49*	6.70
23*	6.35	50	0.61
24*	6.84	51*	3.85
25	0.47	52	0.14
26	1.41	53	0.40
27*	6.58		

* $p<.05$ df = 1, 405

Table 4 (continued)

Goal Number	F	Goal Number	F
54*	6.24	81*	11.76
55*	6.20	82	9.88
56	0.18	83*	18.40
57*	3.90	84*	20.09
58*	5.88	85*	4.78
59	3.23	86	0.12
60	1.53	87	0.06
61	2.30	88*	4.18
62*	11.97	89*	12.70
63*	8.05	90	1.98
64	0.89	91	3.81
65*	18.68	92	0.00
66*	9.32	93	1.79
67	0.45	94	6.81
68	2.65	95	0.25
69	0.00	96	0.36
70	0.11	97	1.00
71	2.49	98	0.18
72	6.28	99	0.01
73	1.85	100	0.89
74	0.76	101*	8.20
75	2.06	102	2.69
76	2.91	103	1.12
77*	7.96	104*	8.14
78*	7.96	105*	16.60
79	0.52	106*	28.51
80	0.52		

*p <.05 df = 1, 405

Table 5a

Goals Ranked by Mean Difference (Significance Level $p<.05$)
(Teachers' Means Greater than Parents')

Rank	Goal Number	Goal Title	Means		Difference
			Teacher	Parent	
1	106	Written Expression	3.84	2.56	1.28
2	21	Dependence-Independence	4.71	3.72	.99
3	7	Capitalization	4.08	3.34	.74
4	31	Group Activity-Sportsmanship	4.50	3.87	.72
5	32	Hostility-Friendliness	4.74	4.03	.71
6	6	Oral Reading	4.32	3.66	.66
7	83	Self-Esteem	4.95	4.33	.62
8	89	Socialization-Rebelliousness	4.76	4.14	.62
9	12	Comprehension of Number Principles	3.50	2.91	.59
10	27	General Activity-Lethargy	4.24	3.67	.57
11	78	Remembering Information Read	4.32	3.76	.56
12	49	Mathematical Problem Solving	3.95	3.44	.51
13	101	Understanding Ideational Complexes	4.32	3.81	.51
14	24	Expressive Skill in Arts and Crafts	3.60	3.10	.50
15	54	Music Interest and Enjoyment	3.34	2.84	.50
16	23	Experimentation in Science	3.16	2.67	.49
17	85	Shyness-Boldness	3.95	3.46	.49
18	19	Cultural Knowledge	3.63	3.20	.43
19	40	Interest in Social Studies	3.84	3.45	.39
20	58	Need Achievement	4.38	4.76	.38

Table 5b

Goals Ranked by Mean Difference (Significance Level $p<.05$)
(Parents' Means Greater than Teachers')

Rank	Goal Number	Goal Title	Means		Difference
			Parent	Teacher	
1	84	Sex Education	3.25	2.21	1.04
2	65	Oral Comprehension of a Foreign Language	2.42	1.42	1.00
3	22	Developmental Understanding of Arts and Crafts	2.39	1.53	.86
4	105	Writing Fluency in a Foreign Language	2.00	1.24	.86
5	39	Interest in and Application of a Foreign Language	2.25	1.40	.85
6	28	Geometric Facility	2.56	1.74	.82
7	62	Operations with Decimals and Percents	2.51	1.87	.64
8	77	Religious Knowledge	2.48	1.84	.64
9	63	Operations with Fractions	2.89	2.29	.60
10	18	Cultural Insight Through Foreign Language	2.52	1.95	.57
11	11	Comprehension of Equations and Inequalities	2.78	2.21	.56
12	104	Use of Numbers and Measures in Science	2.97	2.42	.55
13	94	Speaking Fluency in a Foreign Language	1.92	1.40	.52
14	72	Reading Comprehension in a Foreign Language	1.81	1.32	.49
15	42	Knowledge of Governments	2.82	2.40	.42
16	6	Aural Identification of Music	2.39	2.00	.39
17	29	Geometric Facility	2.31	1.92	.39
18	55	Music Knowledge	2.15	1.76	.39
19	57	Nature and Purpose of Science	2.70	2.32	.38

Table 6

Goals with Ten Highest Overall Mean Ratings as Ranked by the Total Population of Parents and Teachers for Each Grade, 1-6

Rank	Goal Number	Goal Title	Goal Rating (Mean)
		First Grade	
1	81	School Orientation	4.65
2	58	Need Achievement	4.59
3	83	Self Esteem	4.45
4	48	Listening Reaction and Response	4.39
5	68	Phonetic Recognition	4.26
6	89	Socialization-Rebelliousness	4.26
7	59	Neuroticism-Adjustment	4.19
8	32	Hostility-Friendliness	4.17
9	69	Physical Development and Well-Being	4.08
10	50	Meaningful Memory	4.06
		Second Grade	
1	81	School Orientation	4.79
2	58	Need Achievement	4.59
3	48	Listening Reaction and Response	4.57
4	50	Meaningful Memory	4.40
5	83	Self-Esteem	4.37
6	68	Phonetic Recognition	4.33
7	70	Practicing Health and Safety Principles	4.30
8	32	Hostility-Friendliness	4.20
9	59	Neuroticism-Adjustment	4.20
10	69	Physical Development and Well-Being	4.20
		Third Grade	
1	58	Need Achievement	4.39
2	50	Meaningful Memory	4.34
3	81	School Orientation	4.34
4	68	Phonetic Recognition	4.30
5	83	Self-Esteem	4.25
6	95	Spelling	4.24
7	48	Listening Reaction and Response	4.22
8	89	Socialization-Rebelliousness	4.17
9	32	Hostility-Friendliness	4.15
10	36	Inference Making from Reading Selections	4.13

Table 6 (continued)

Rank	Goal Number	Goal Title	Goal Rating (Mean)
		Fourth Grade	
1	83	Self-Esteem	4.37
2	50	Meaningful Memory	4.29
3	81	School Orientation	4.23
4	58	Need Achievement	4.21
5	5	Attitude Toward Reading	4.13
6	48	Listening Reaction and Response	4.13
7	8	Citizenship	4.11
8	74	Recognition of Word Meanings	4.05
9	89	Socialization-Rebelliousness	4.05
10	15	Creative Flexibility	3.96
		Fifth Grade	
1	58	Need Achievement	4.49
2	81	School Orientation	4.40
3	83	Self-Esteem	4.38
4	50	Meaningful Memory	4.28
5	89	Socialization-Rebelliousness	4.26
6	5	Attitude Toward Reading	4.25
7	35	Independent Application of Writing Skills	4.25
8	68	Phonetic Recognition	4.17
9	36	Inference Making from Reading Selections	4.16
10	64	Operation with Integers	4.16
		Sixth Grade	
1	83	Self-Esteem	4.53
2	81	School Orientation	4.36
3	50	Meaningful Memory	4.39
4	5	Attitude Toward Reading	4.34
5	8	Citizenship	4.33
6	89	Socialization-Rebelliousness	4.27
7	58	Need Achievement	4.20
8	48	Listening Reaction and Response	4.17
9	35	Independent Application of Writing Skills	4.14
10	74	Recognition of Word Meanings	4.13

reduce the volume of descriptive data.) Four goals, School Orientation, Need Achievement, Self-Esteem and Meaningful Memory were found consistently at each of the six grade levels.

Table 7 presents the Analysis of Variance for differences between grades for each of the 106 goals. Goals which are starred indicate a significant difference ($p < .05$) has been found between grade level ratings.

The means of the goals in which a significant grade difference was found appear in Table 8. When an analysis of variance is performed with more than two levels of a factor, a significant F indicates that at least one mean is notably higher than at least one other mean. The length of Table 8 makes it difficult to gain an overall picture from examining these scores; Table 9 presents these same data in the form of trends or patterns of goal ratings among grade levels.

There appear to be two major patterns: (1) upward trends and (2) downward trends. The upward trends are divided into "definite upward trends" and "general upward trends." Goals listed as having a "definite upward trend" are those in which each successive mean rating per grade is higher than the previous grade. Those goals listed as having a "general upward trend" are those in which the means of five out of the six increased by grade level. Goals listed as having a "general downward trend" are those in which the means of five out of the six grades decreased, with the highest rating being found at grade one and the lowest at grade six. Table 9 presents the goals which exhibited one of the three trends; no other patterns appeared with regularity.

Table 7

Analysis of Variance Table for Differences Among Grades

Goal Number	F	Goal Number	F
1*	4.46	28*	5.91
2	0.38	29*	6.29
3	1.61	30*	13.91
4*	19.65	31	0.37
5*	11.12	32	0.69
6*	2.72	33*	6.43
7*	6.56	34*	7.15
8	1.81	35*	7.78
9	1.57	36*	2.41
10	1.54	37	1.97
11*	10.52	38	1.64
12*	4.46	39	1.77
13*	4.56	40	0.79
14*	7.56	41	0.57
15*	6.11	42*	12.80
16*	3.32	43*	25.17
17*	11.18	44	1.53
18*	4.84	45*	8.70
19	0.95	46*	6.56
20*	2.27	47*	3.19
21	1.68	48*	2.86
22*	3.54	49*	7.12
23	1.47	50	1.49
24	0.97	51*	10.19
25*	4.32	52	1.49
26*	6.20	53	0.21
27	0.17		

* $p < .05$ df = 5, 405

Table 7 (continued)

Goal Number	F	Goal Number	F
54	0.80	81*	3.94
55*	6.38	82*	3.28
56	1.37	83	0.93
57*	10.45	84*	9.00
58*	2.23	85	1.51
59	1.23	86*	4.29
60*	3.32	87*	2.90
61*	6.95	88*	3.33
62*	39.21	89	0.45
63*	28.41	90	2.14
64*	18.98	91*	3.64
65	2.08	92	1.62
66	0.86	93	0.77
67	0.99	94*	2.66
68*	2.98	95*	4.37
69*	3.79	96*	13.03
70	1.68	97*	7.75
71*	10.16	98*	52.75
72	1.97	99*	9.34
73*	7.92	100*	4.43
74*	3.53	101*	3.12
75*	5.94	102	2.03
75*	2.45	103	10.30
77*	3.35	104*	17.22
78*	2.40	105*	4.66
79*	3.45	106*	3.84
80*	31.10		

* $p < .05$ df = 5, 405

Table 8

Means of Goals in which a Significant Difference Was Found

Goal Number	Goal Title	Grade 1	2	3	4	5	6
1	Applications of Scientific Methods to Everyday Life	2.99	3.30	3.46	3.61	3.71	3.75
4	Attitude and Behavior Modification from Reading	2.12	2.84	3.13	3.47	3.79	3.83
5	Attitude Toward Reading	3.09	3.69	3.90	4.13	4.21	4.34
6	Aural Identification of Music	2.17	2.20	2.34	2.32	2.76	2.28
7	Capitalization	2.74	3.70	3.72	3.24	3.49	3.44
11	Comprehension of Equations and Inequalities	1.90	2.44	2.67	2.96	3.09	3.23
12	Comprehension of Number Principles	2.37	2.91	2.91	3.11	3.13	3.33
13	Comprehension of Numbers and Sets in Mathematics	2.49	3.16	3.20	3.15	3.38	3.39
14	Comprehension of Positional Notation in Mathematics	2.60	3.04	3.40	3.40	3.71	3.65
15	Creative Flexibility	3.35	3.36	3.39	3.96	3.96	4.05
16	Creative Fluency	3.03	3.11	3.30	3.53	3.46	3.75
17	Critical Reading	2.39	2.62	3.16	3.04	3.63	3.58
18	Cultural Insight through a Foreign Language	2.06	2.09	2.57	2.43	2.83	2.78
20	Dance (Rhythmic Response)	3.02	2.86	2.67	2.43	2.75	2.61
22	Developmental Understanding of Arts and Crafts	2.08	2.11	2.10	2.27	2.83	2.50
25	Familiarity with Standard Children's Literature	2.45	2.96	2.85	2.64	3.24	3.09
26	Formulation of Generalized Conclusions in Science	2.03	2.23	2.48	2.67	2.75	3.02
28	Geometric Facility	2.02	2.20	2.49	2.43	2.95	2.78
29	Geometric Vocabulary	1.68	2.21	2.37	2.24	2.47	2.64

Table 8 (continued)

Goal Number	Goal Title	Grade 1	2	3	4	5	6
30	Grammar and Usage	2.17	3.11	3.33	3.13	3.63	3.67
33	Hypothesis Formation in Science	2.25	2.27	2.53	2.67	2.97	3.09
34	Independent Application of Mathematical Skills	2.68	3.06	3.32	3.41	3.63	3.70
35	Independent Application of Writing Skills	3.28	3.79	3.94	3.88	4.25	4.14
36	Inference Making from Reading Selections	3.71	4.01	4.13	3.83	4.16	3.86
42	Knowledge of Governments	2.05	2.51	2.58	2.92	3.23	3.91
43	Knowledge of History	1.74	2.27	2.57	2.81	3.26	3.45
45	Knowledge of Physical Geography	2.26	2.87	2.82	2.90	3.32	3.20
46	Knowledge of Scientific Facts and Terminology	2.22	2.34	2.60	2.79	2.38	3.02
47	Knowledge of Socioeconomic Geography	2.59	2.71	2.84	2.97	2.96	3.22
48	Listening Reaction and Response	4.39	4.57	4.22	4.13	4.11	4.17
49	Mathematical Problem Solving	2.92	3.47	3.17	3.68	3.78	3.87
51	Measurement Reading and Making	2.37	2.57	2.65	3.13	3.13	3.53
55	Music Knowledge	1.66	2.04	2.00	2.16	2.36	2.45
57	Nature and Purpose of Science	2.09	2.23	2.49	2.97	3.00	3.19
60	Observation and Description in Science	2.73	2.94	3.05	3.36	3.38	3.39
61	Operational Definitions in Science	1.81	2.03	2.37	2.40	2.61	2.77
62	Operations with Decimals and Percents	1.49	1.74	2.06	2.63	3.20	3.59
63	Operations with Fractions	1.95	2.13	2.38	3.04	3.63	3.86
64	Operations with Integers	2.40	3.31	3.54	3.93	4.16	4.03

Table 8 (continued)

Goal Number	Goal Title	Grade 1	2	3	4	5	6
68	Phonetic Recognition	4.26	4.33	4.30	3.96	3.87	3.90
69	Physical Development and Well-Being	4.08	4.20	3.76	3.67	3.68	3.44
71	Punctuation	2.46	3.20	3.38	3.20	3.42	3.72
73	Recognition of Literary Devices	1.59	2.27	2.28	2.45	2.62	2.52
74	Recognition of Word Meanings	3.43	3.83	3.91	4.05	3.92	4.13
75	Relational-Implicational Reasoning	2.71	3.17	3.35	3.52	3.65	3.58
76	Religious Beliefs	2.11	2.80	2.39	2.45	2.53	2.92
77	Religious Knowledge	1.97	2.37	2.33	2.45	2.53	2.92
78	Remembering Information Read	3.43	4.06	3.81	3.73	3.90	3.91
79	Representational Skills in Arts and Crafts	2.80	2.93	2.63	2.32	2.49	2.41
80	Research Skills in Social Studies	2.06	2.74	3.29	3.63	3.92	4.03
81	School Orientation	4.65	4.79	4.34	4.23	4.40	4.36
82	Science Interest and Appreciation	2.99	3.06	3.43	3.43	3.51	3.45
84	Sex Education	2.57	2.69	3.00	3.29	3.59	3.81
86	Silent Reading Efficiency	3.31	3.66	3.99	3.81	3.97	4.06
87	Singing	2.20	2.67	2.15	2.03	2.41	2.09
88	Social Organization Knowledge	2.75	2.67	2.95	2.89	3.11	3.38
91	Spatial Memory	3.57	2.79	3.15	3.09	2.87	2.56
94	Speaking Fluency in a Foreign Language	1.77	1.73	1.67	1.76	2.15	2.19
95	Spelling	3.57	4.13	3.21	3.79	3.99	4.09

Table 8 (continued)

Goal Number	Goal Title	Grade 1	2	3	4	5	6
96	Statistics	1.35	1.61	1.79	2.00	2.29	2.55
97	Structural Recognition	2.83	3.47	3.62	3.41	3.88	3.52
98	Summarizing Information for Reference	1.59	1.74	2.25	2.69	3.61	3.66
99	Systematic Reasoning	2.45	2.10	2.58	2.87	3.06	3.39
100	Understanding Health and Safety Principles	3.40	3.51	3.72	3.85	4.01	4.06
101	Understanding Ideational Complexes	3.48	3.84	3.94	3.70	4.07	4.05
103	Use of Data Sources as Reference Skills	2.71	2.99	3.47	3.35	3.72	4.06
104	Use of Number and Measures in Science	2.15	2.47	2.72	3.07	3.43	3.64
105	Writing Fluency in a Foreign Language	1.55	1.63	1.91	1.97	2.21	2.27
106	Written Expression	2.12	2.49	2.60	2.84	3.01	2.91

Table 9

Goals Exhibiting a Definite Upward Trend, a General Upward Trend, and a General Downward Trend

Goal Number	Goal Name
	Definite Upward Trend
1	Application of Scientific Method to Everyday Life
4	Attitude and Behavior Modification from Reading
5	Attitude Toward Reading
11	Comprehension of Equations and Inequalities
26	Formulation of Generalized Conclusions in Science
33	Hypothesis Formation in Science
34	Independent Application of Mathematical Skills
42	Knowledge of Governments
43	Knowledge of History
46	Knowledge of Scientific Facts and Terminology
57	Nature and Purpose of Science
60	Observation and Description in Science
61	Operational Definitions in Science
62	Operations with Decimals and Percents
63	Operations with Fractions
80	Research Skills in Social Studies
84	Sex Education
96	Statistics
98	Summarizing Information for Reference
100	Understanding Health and Safety Principles
105	Writing Fluency in a Foreign Language
	General Upward Trend
12	Comprehension of Number Principles
13	Comprehension of Numbers and Sets in Mathematics
14	Comprehension of Positional Notation in Mathematics
15	Creative Flexibility
29	Geometric Vocabulary
30	Grammar and Usage
47	Knowledge of Socioeconomic Geography
49	Mathematical Problem Solving
51	Measurement Reading and Making
55	Music Knowledge
64	Operations with Integers
71	Punctuation
73	Recognition of Literary Devices
74	Recognition of Word Meanings
75	Relational-Implicational Reasoning
77	Religious Knowledge
86	Silent Reading Efficiency
103	Use of Data Sources as Reference Skills
106	Written Expression

Table 9 (continued)

Goal Number	Goal Name
	General Downward Trend
20	Dance
48	Listening Reaction and Response
81	School Orientation
91	Spatial Memory

School Comparisons

The two schools surveyed were from different SES areas as determined by census data. However, it is interesting to note that there were few significant differences between these schools in their rating of elementary school goals. The implications of this will be discussed in the final chapter.

Table 10 presents the top ten goals as ranked by each of the schools. The lower SES school's list included only two goals which were not listed by the upper SES school: Neuroticism-Adjustment and Practicing Health and Safety Principles. The upper SES school also listed only two unique goals: Phonetic Recognition and Spelling.

Table 11 presents the Analysis of Variance for differences between schools for each of the 106 goals. Goals which are starred indicate a significant difference ($p < .05$) has been found. Only eleven goals were found to have significantly different ratings between the two schools (see Table 12). No affective goals were included in these eleven goals.

Interactions

Group X Grade

One of the questions asked of the research was concerned with whether parents and teachers rated goals differentially at each of the six grades. In order to examine this question, the Multivariate Analysis of Variance produced estimates of interaction between the various factors. Tables 13a, 13b, and 13c present the Analysis of Variance data for significant ($p < .05$) interactions only. Any significant interaction between group and grade indicates that parents and teachers have differentially rated goals over the six grade levels. Only goals in the subject matter domain or cognitive skills domain received this differential rating. No affective goals were found in this group of goals.

Table 10

Goals with Ten Highest Overall Mean Ratings from Each School

Rank	Goal Number	Goal Title	Goal Rating (Mean)
		Lower SES School	
1	83	Self-Esteem	4.51
2	58	Need Achievement	4.50
3	81	School Orientation	4.44
4	50	Meaningful Memory	4.27
5	48	Listening Reaction and Response	4.23
6	59	Neuroticism-Adjustment	4.20
7	70	Practicing Health and Safety Principles	4.19
8	32	Hostility-Friendliness	4.18
9	89	Socialization-Rebelliousness	4.18
10	8	Citizenship	4.16
		Upper SES School	
1	81	School Orientation	4.46
2	58	Need Achievement	4.39
3	83	Self-Esteem	4.35
4	50	Meaningful Memory	4.30
5	48	Listening Reaction and Response	4.27
6	89	Socialization-Rebelliousness	4.20
7	68	Phonetic Recognition	4.09
8	32	Hostility-Friendliness	4.06
9	8	Citizenship	4.04
10	95	Spelling	3.99

Table 11

Analysis of Variance Table for Differences Between Schools

Goal Number	F	Goal Number	F
1	3.67	28	3.19
2	0.00	29*	4.34
3	0.11	30	0.34
4	0.28	31	0.80
5	1.05	32	0.43
6	3.70	33	0.50
7	0.00	34	0.59
8	0.76	35	1.02
9	0.01	36	0.17
10	0.05	37	1.49
11	0.00	38	0.63
12*	5.02	39	0.00
13	0.97	40	0.02
14	2.47	41	0.02
15	1.96	42	0.36
16	0.24	43	0.12
17	0.28	44	0.67
18	0.04	45	0.04
19	0.53	46	0.01
20*	6.36	47	1.36
21	0.84	48	0.28
22	0.13	49	0.61
23	3.30	50	0.12
24	0.42	51	0.83
25	0.22	52	0.00
26	0.00	53	3.14
27	0.04		

* $p < .05$ df = 5, 405

Table 11 (continued)

Goal Number	F	Goal Number	F
54*	9.02	81	0.14
55*	4.55	82	1.23
56	0.33	83	1.89
57	0.43	84*	8.05
58	0.68	85	0.52
59	2.99	86	2.87
60	0.39	87	0.12
61	0.04	88	0.70
62	0.40	89	0.22
63	2.18	90	0.09
64	0.00	91*	4.68
65	0.19	92	1.14
66*	7.07	93	0.40
67	0.41	94	0.33
68	0.06	95	0.31
69	0.04	96	3.43
70	3.19	97	0.02
71	1.09	98*	7.07
72	0.29	99	2.31
73*	6.19	100*	4.01
74	0.28	101	0.00
75	0.29	102	0.65
76	0.51	103	2.33
77	1.55	104	0.13
78	0.20	105	0.23
79	1.98	106	1.16
80	0.84		

* $p < .05$ df = 5, 405

Table 12

Goals Rated Significantly Different Between Schools

Goal Title	Goal Ratings	
	Low SES	High SES
Comprehension of Number Principles	3.24*	2.88
Dance	2.32	2.64*
Geometric Vocabulary	2.46*	2.22
Music Interest and Enjoyment	2.60	2.97*
Music Knowledge	1.93	2.18*
Oral Reading	4.04*	3.62
Recognition of Literary Devices	2.55*	2.22
Sex Education	3.46*	3.07
Spatial Memory	3.32*	2.99
Summarizing Information for Reference	2.35	2.67*
Understanding Health and Safety Principles	3.96*	3.71

*Higher Score

Table 13a

Analysis of Variance Table for Significant Group X Grade Interactions

Goal Number	F
33	2.49
42	2.34
44	4.49
45	2.34
64	2.57
73	2.59
86	2.28
97	3.57
99	2.77

Table 13b

Analysis of Variance Table for Significant School X Grade Interactions

Goal Number	F
33	2.58
54	2.76
57	2.33
61	2.35
75	2.54
88	3.65

Table 13c

Analysis of Variance Table for Significant Group X School Interactions

Goal Number	F
54	4.73

Table 14 presents the mean ratings for parents by each grade. The graphs in Figure 1 present the patterns of the interactions visually. In examining these graphs, the most notable feature seems to be that parents rated goals as somewhat more important from grades 1 to 6. Teachers, however, showed some fluctuation in their ratings for the different grades.

School X Grade

A second question was whether the two different schools had differential ratings by grade for any of the goals. A significant ($p < .05$) interaction of school X grade was found for only six goals. Table 15a presents the means by grade and school for the six goals for which a significant interaction was found.

Figure 2a provides a graphic representation of school X grade interactions. While there are no outstanding trends, one might note that for each of the six significant interactions the ratings for the higher SES school at grade 3 are considerably higher and at grade 6, considerably lower.

Group X School

There was only one goal in which a significant group X school interaction occurred. This was Music Interest and Enjoyment. The mean ratings are presented in Table 15b. The graph (Figure 2b) indicates that both teachers and parents at the higher SES school gave approximately the same rating to this goal. However, at the lower SES school, teachers rated this goal more important than did the parents.

Rate of Return Information

This study was also concerned with examining whether there was a greater rate of return of cards or questionnaires from parents. The results of this tabulation are presented below:

Table 14

Parent Mean Ratings by Grade: Group X Grade Interactions

Goal Number	Goal Name	Raters	Grades					
			1	2	3	4	5	6
33	Hypothesis Formation in Science	Teacher	2.17	2.71	1.86	3.00	3.43	1.80
		Parent	2.25	2.22	2.60	2.64	2.93	3.20
42	Knowledge of Governments	Teacher	2.17	1.29	1.57	3.17	3.43	3.00
		Parent	2.03	2.65	2.68	2.90	3.22	3.42
44	Knowledge of Physical Education Apparatus and Equipment	Teacher	4.17	3.71	3.06	3.33	1.57	3.40
		Parent	2.75	2.91	2.90	2.42	2.97	2.76
45	Knowledge of Physical Geography	Teacher	1.67	1.86	3.00	3.50	3.57	3.00
		Parent	2.32	2.98	2.81	2.86	3.29	3.22
64	Operations with Integers	Teacher	1.83	2.57	4.57	4.83	4.71	4.00
		Parent	2.46	3.40	3.44	3.86	4.10	4.03
73	Recognition of Literary Devices	Teacher	1.83	1.57	2.00	3.17	3.43	3.40
		Parent	1.56	2.35	2.31	2.39	2.54	2.44
86	Silent Reading Efficiency	Teacher	3.17	2.86	3.71	4.67	4.43	4.60
		Parent	3.32	3.75	4.01	3.74	2.93	4.02
97	Structural Recognition	Teacher	2.50	3.14	4.71	4.50	3.43	3.40
		Parent	2.86	3.51	3.51	3.32	3.93	3.53
99	Systematic Reasoning	Teacher	2.33	2.14	1.43	4.17	3.43	3.40
		Parent	2.46	2.10	2.69	2.75	3.03	3.39

Figure 1. Group x Grade

Teachers_____

Parents----------

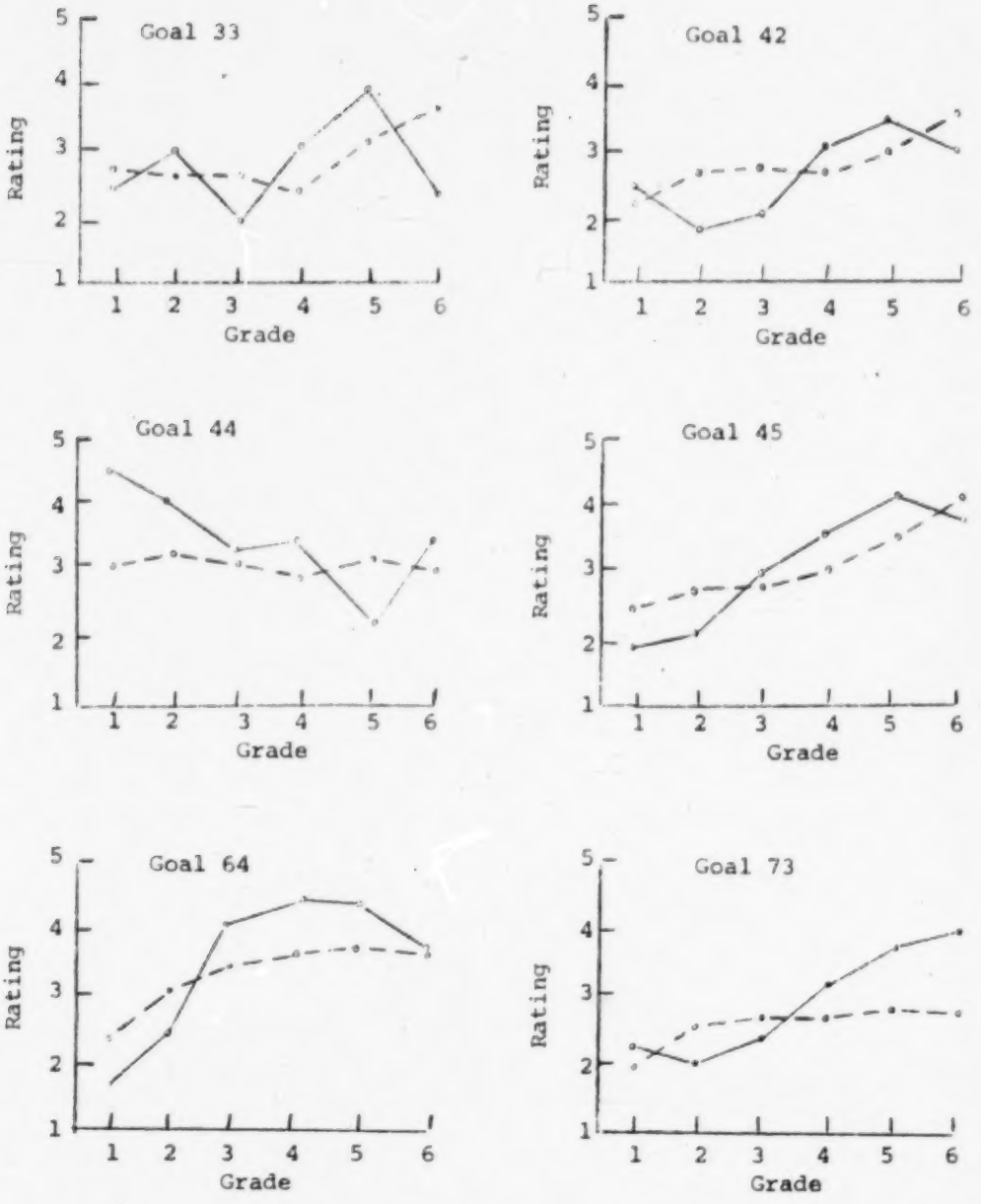
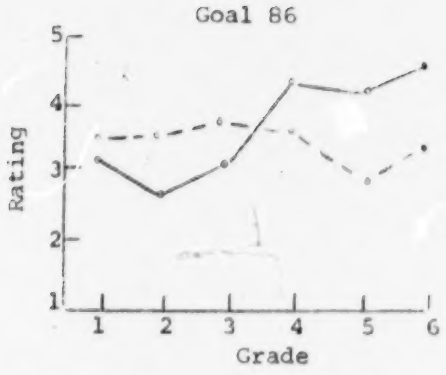
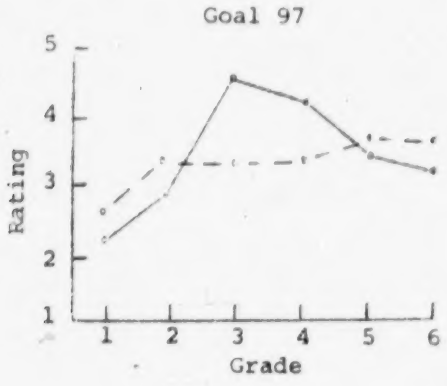


Figure 1 (continued)

Teachers_____

Parents_____





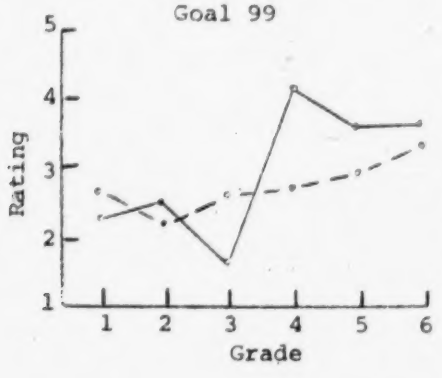


Table 15a

Mean Ratings: Significant School X Grade Interactions

Goal Number	Goal Name	Raters	Grade 1	2	3	4	5	6
33	Hypothesis Formation in Science	Low SES School	2.14	2.11	2.75	2.05	3.13	3.50
		High SES School	2.28	2.33	2.46	2.88	2.93	3.00
54	Music Interest and Enjoyment	Low SES School	2.71	2.00	2.70	2.53	3.00	2.83
		High SES School	3.20	3.31	2.83	2.98	2.87	2.69
57	Nature and Purpose of Science	Low SES School	2.21	1.90	2.56	2.47	3.27	3.58
		High SES School	2.06	2.35	2.48	3.18	2.93	3.10
61	Operational Definitions in Science	Low SES School	1.93	1.79	2.20	2.11	2.80	3.42
		High SES School	1.78	2.12	2.42	2.50	2.56	2.62
75	Relational-Implicational Reasoning	Low SES School	2.79	3.47	2.80	3.47	3.87	4.17
		High SES School	2.69	3.06	3.54	3.54	3.59	3.44
88	Social Organization Knowledge	Low SES School	2.21	2.68	2.85	2.42	3.40	4.17
		High SES School	2.90	2.67	2.98	3.05	3.03	3.19

Table 15b

Mean Ratings: Significant School X Group Interactions

Goal Number	Goal Name	Raters	Low SES School	High SES School
54	Music Interest and Enjoyment	Teachers	3.62	3.20
		Parents	2.44	2.95

Figure 2a. School x Grade

Low SES School_____

High SES School----------

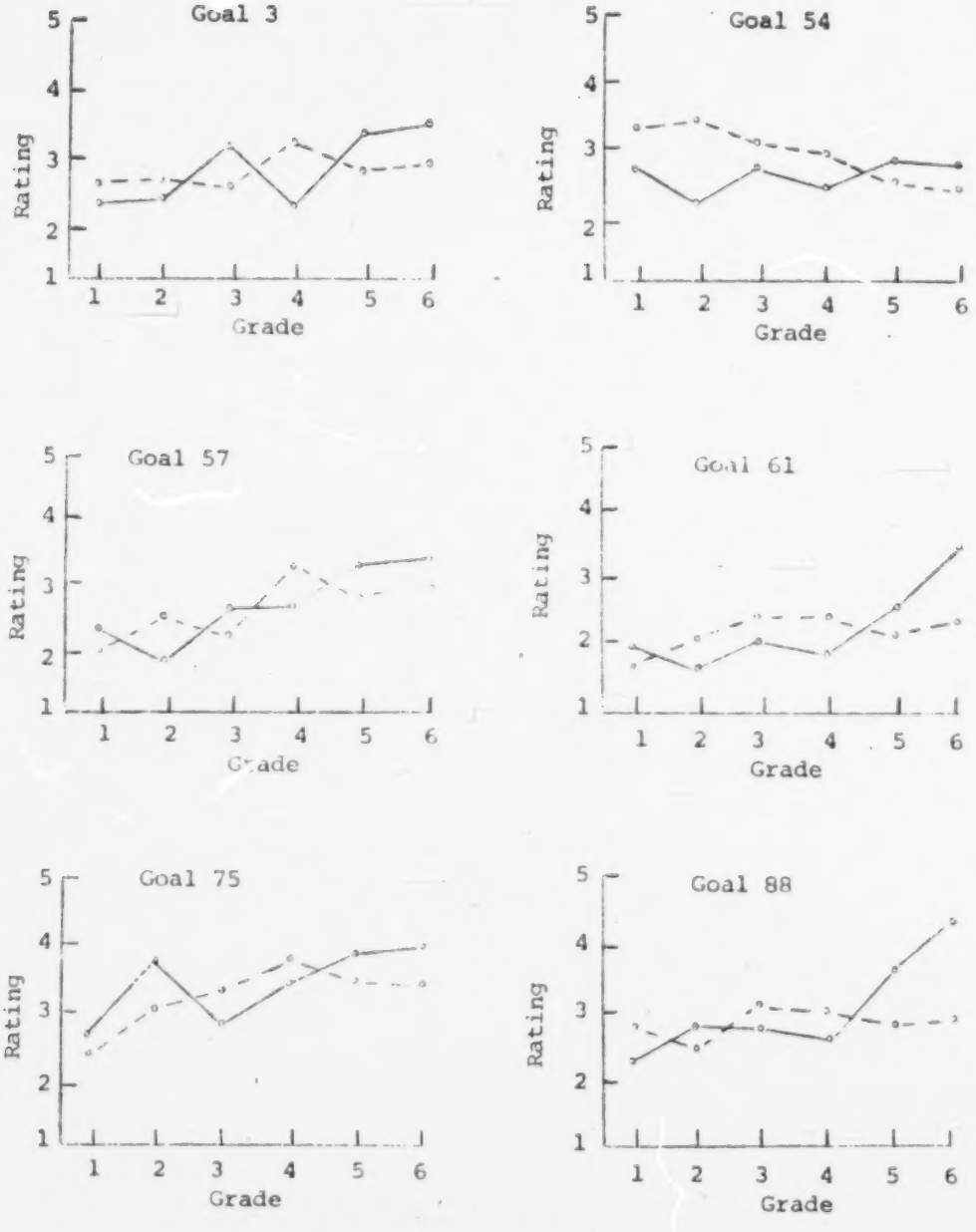
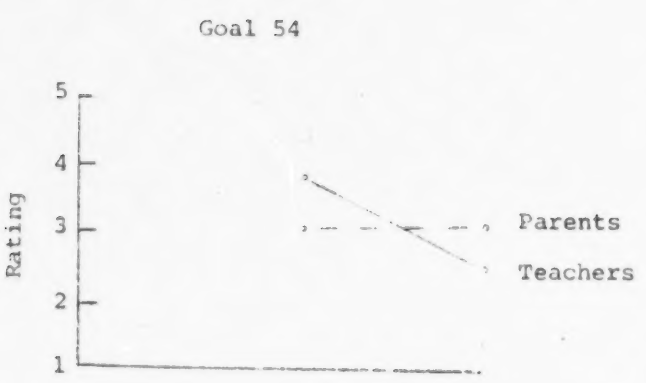


Figure 2b. Group x School

Low SES School_____

High SES School----------



Sent to lower SES School		Returned from lower SES School
Cards	124	45
Questionnaires	123	41
Sent to upper SES School		**Returned from upper SES School**
Cards	256	156
Questionnaires	257	151

Both schools returned a higher number of cards than questionnaires, however, the difference between the two return rates was quite small. Therefore, it appears necessary to state that in this study, the two survey methods resulted in approximately an equal rate of return.

DISCUSSION

This section will first present a brief overview of the results of the data analysis and then examine the possible implications of these results.

Overview of the Results of the Data Analysis

There was generally high agreement among the total sample of parents and teachers regarding the top twenty goals. Out of these twenty goals, fifteen which were on the teacher's list were also on the parent's list. The five goals which only the parents included were all concerned with subject-matter skills. Only two of the teachers' additional goals were subject matter, while their remaining three goals were in the affective domain.

In rating all of the 106 goals, parents tended to rate goals closer to the mid-point (Somewhat or Moderately Important), while teachers' ratings were more extreme (Unimportant or Very Important). Of the nineteen goals which parents rated significantly higher ($p < .05$) than teachers, all were subject-matter goals. Six of these goals were foreign language goals, five were mathematics goals, and two each were music goals and science goals.

Teachers rated seven affective goals significantly higher than parents. Five goals which pertained to reading or writing skills also received high ratings. Two mathematics goals were also included on the teachers' list.

Four out of the top ten goals were found in common among each of the six grades (a 40 percent agreement). Of these four goals which were found at each grade level, three were in the affective domain. Between the two most distant grades, grade one and grade six, there was 60 percent agreement on the top ten goals. Fifty percent agreement was found between grade two and grade six; 60 percent between grade three and grade six, 80 percent between grade four and grade six, and 70 percent between grade five and grade six. Raters at all grades,

with the exception of the fifth grade, listed at least five affective goals among the top ten goals.

Of the 106 goals, forty were rated generally higher by parents and teachers at each succeeding grade level from one to six. Only four goals were rated generally lower at each succeeding grade level from one to six, the highest rating being at grade one and the lowest at grade six.

There was 80 percent agreement between the respondents from each of the two schools on their ratings of the top ten goals. In the lower SES school, seven of the top ten goals were affective goals, while six of the top ten at the higher SES school were affective goals. Only eleven goals had significantly different ratings between the two schools. These were all subject-matter goals.

Group x grade interactions were found on nine subject-matter or cognitive (content-free) goals. One pattern was apparent; for eight of the nine goals teachers rated the goals generally lower than parents in the earlier grades and generally higher than parents in the higher grades.

School x grade interactions were found for six goals, all of which were either subject-matter or cognitive goals. Generally, goals at the lower SES school were rated higher in grades five and six than at the upper SES school.

A group x school interaction was found for one goal, again a subject-matter goal. At the lower SES school teachers rated this goal as being more important than did parents, while both teachers and parents at the higher SES school gave approximately the same rating to this goal.

Implications of the Results

Affective Goals

Perhaps the most obvious outcome of the data analysis is that regardless of group, school, or grade, affective goals are consistently among those which

receive the highest ratings. This was also a finding of the national field test of the CSE Elementary School Evaluation KIT: Needs Assessment, although, in that research, goals were not selected on a grade-level basis (Hoepfner, Bradley, & Doherty, 1973).

Several explanations may be posited for the occurence of such a large number of highly rated affective goals. First, it may be difficult for teachers and parents to react in a negative or neutral way toward these goals and rate them as Unimportant, Somewhat or Moderately Important. These goals may possess the same halo effect as 'Mother, Home, and Apple Pie,' and therefore they will typically be rated higher than most subject-matter or cognitive goals which may have little built-in halo effect.

Teachers included a higher number of affective goals in their top twenty goals than did parents. It is possible that the renewed concern for humanistic education may be influencing teachers' values regarding what it is that is important for a child to gain from his educational experience. Another explanation may be that the teachers felt that the child who displays high affect (i.e., has high self-esteem, is well socialized, views the school experience positively) is an easier child to teach and manage. This latter hope may also account for the parents' assignment of high ratings to many affective goals.

This high proportion of affective goals among the top ten or top twenty goals creates some difficult problems when a school attempts to assess and plan in terms of these goals. Numerous experts in the field of education feel that teachers have little probability of having a positive impact on affective areas. Some feel that this is particularly true after the primary grades. Others feel that there are too many outside influences impinging on the child, particularly from his home environment, which negate the possibility of high teacher impact on affective areas. Even in this present research, some parents commented that many of the affective goals were either not the function of the school or were not teachable.

Another problem lies in the measurement of these goals. First, there are few instruments available to test the affective domain, particularly in comparison to tests in subject-matter areas. For example, the CSE Elementary School Test Evaluations (Hoepfner, et. al., 1970) lists only one published instrument which measures Self-Esteem at grade one. On a scale of Good, Fair, or Poor, this instrument did not receive one rating above Fair on any of the four criteria. Thus, there is a paucity of instruments in the affective domain, and the few which are available are of questionable quality.

A third problem lies in attempting to plan for program change or modification in terms of affective goals. Schools traditionally have not set aside blocks of time to deal with pupils' feelings about themselves and others. Most school personnel assume that the unwritten curriculum for affective goals threads through the entire school day. If schools were to block out periods of time to deal with such affective goals as Need Achievement or Hostility-Friendliness, they would find few, if any, available guidelines or extant programs from which to plan.

In summary, this goal selection process has found parents and teachers selecting a high proportion of affective goals as their most critical goals, yet materials for assessing and planning in terms of these goals are either lacking or inadequate.

Goals Rated Significantly Higher by Parents or Teachers

Some interesting differences appeared in the goals which were rated significantly higher by parents or teachers. Parents were much more concerned with foreign-language goals than teachers; six out of the twenty goals that parents ranked higher than teachers were foreign-language goals. No foreign-language goal was included in the twenty goals which teachers ranked significantly

higher than parents. At the time of the survey, there was no foreign language program in either of the two elementary schools and none was anticipated. Therefore, the teachers' ratings may have reflected the district's decision that foreign language was not an important part of the curriculum.

Teachers rated five goals pertaining to reading or writing skills higher than parents. No goal which pertained to reading or writing was on the parents' list. This difference may stem from the high visibility given to reading scores in this area. The major newspapers publish the school's reading scores and local television and radio stations have commented on the scores. Teachers may feel pressure for accountability from this high visibility and rate these goals higher than parents.

Parents rated five mathematical goals significantly higher than teachers; however, only one of these goals fell under the classification of a "new math" goal. The other four were goals which probably related highly to the type of mathematics experiences that parents had had during their own elementary school education, i.e., work with fractions, decimals and percents, drawing and measuring geometric figures. This familiarity may have been the deciding factor in determining which mathematics goals were selected. The majority of the remaining math goals were couched in the "new math" vocabulary and it is doubtful that many of the parents (as well as some of the teachers) understood the educational jargon. (For a discussion of this communication problem see Barnes, 1972.) These results may indicate that when parents cannot understand a goal or operationalize it in terms of their own experience, they tend to rate it lower than those goals with which they have had concrete familiarity.

The Lack of School Differences

As the data analysis indicated, there were only eleven goals which were rated significantly different between the two schools. It had been anticipated that the lower SES and upper SES parents and teachers would view many more goals differently. However, the lower SES school was located in an area relatively near UCLA. The high proportion of low-rent apartments which were available in this area attracted a large number of married graduate students who enrolled their children in this school. The responses from this group of parents cannot be viewed as representative of those from the less educated, less upwardly mobile parents who also live in this area. Unfortunately, there is no way of determining what proportion of responses came from the graduate student population and what proportion came from the "true" lower SES population.

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Appendix

List of 106 Goals of Elementary Education

Goal Number	Goal Title
1	Applications of Scientific Methods to Everyday Life
4	Attitude and Behavior Modification from Reading
5	Attitude Toward Reading
6	Aural Identification of Music
7	Capitalization
11	Comprehension of Equations and Inequalities
12	Comprehension of Number Principles
13	Comprehension of Numbers and Sets in Mathematics
14	Comprehension of Positional Notation in Mathematics
15	Creative Flexibility
16	Creative Fluency
17	Critical Reading
18	Cultural Insight through a Foreign Language
20	Dance (Rhythmic Response)
22	Developmental Understanding of Arts and Crafts
25	Familiarity with Standard Children's Literature
26	Formulation of Generalized Conclusions in Science
28	Geometric Facility
29	Geometric Vocabulary
30	Grammar and Usage
33	Hypothesis Formation in Science
34	Independent Application of Mathematical Skills
35	Independent Application of Writing Skills
36	Inference Making from Reading Selections
42	Knowledge of Governments
43	Knowledge of History
45	Knowledge of Physical Geography

Goal Number	Goal Title
46	Knowledge of Scientific Facts and Terminology
47	Knowledge of Socioeconomic Geography
48	Listening Reaction and Response
49	Mathematical Problem Solving
51	Measurement Reading and Making
55	Music Knowledge
57	Nature and Purpose of Science
60	Observation and Description in Science
61	Operational Definitions in Science
62	Operations with Decimals and Percents
63	Operations with Fractions
64	Operations with Integers
68	Phonetic Recognition
69	Physical Development and Well-Being
71	Punctuation
73	Recognition of Literary Devices
74	Recognition of Word Meanings
75	Relational-Implicational Reasoning
76	Religious Beliefs
77	Religious Knowledge
78	Remembering Information Read
79	Representational Skills in Arts and Crafts
80	Research Skills in Social Studies
81	School Orientation
82	Science Interest and Appreciation
84	Sex Education
86	Silent Reading Efficiency
87	Singing
88	Social Organization Knowledge
91	Spatial Memory
94	Speaking Fluency in a Foreign Language
95	Spelling
96	Statistics

Goal Number	Goal Title
97	Structural Recognition
98	Summarizing Information for Reference
99	Systematic Reasoning
100	Understanding Health and Safety Principles
101	Understanding Ideational Complexes
103	Use of Data Sources as Reference Skills
104	Use of Number and Measures in Science
105	Writing Fluency in a Foreign Language
106	Written Expression

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